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SCHOOL OF RELIGIOUS AND SOCIAL WORK
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THE CONTRIBUTION OF VISITING TEACHER SERVICE TO EDUCATION

A Thesis

submitted by

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INTRODUCTION

The visiting teacher is a person who can qualify as a member of two professions, yet she has coordinated and integrated the philosophies of both in such a way as to form, for her own use, a basis for a new type of service, --the application of social case work in an educational setting. It seems but fitting that before discussing her work it would be well to review the development of the philosophies of education and social service, the two professions with which she is identified.

If we look back to the "Golden Age of Greece" in the fourth century before Christ and study the educational philosophy of Socrates, Plato, and Aristotle, we find many elements suggestive of those we are embracing today. For example: Socrates maintained that all education should be directed toward the goal, KNOW THYSELF, which certainly is very close to our modern idea of self-realization. Plato considered education to be the "vestibule of complete living." He believed in state control of education, even to the extent of removing all children from their homes, if it were necessary, in order that they be well-schooled. He believed in selective education for all children which suggests his appreciation of individual differences in ability and capacity. One of Plato's amazing credos was that women should be educated. His pupil Aristotle, we now think of as the

"Father of Science." Aristotle's contribution to the education principles of his day was an emphasis on the value of observation as a learning device, a method which is employed in all modern progressive schools.

But the Roman conquest blotted out this enlightened culture, and for centuries Europe contributed but comparatively little to education. From time to time there were movements, reformations, or periods in which education seemed to play a slight role. Almost always it was the privileged few who were taught and the method employed was the memorization of subject matter. Little notice was ever taken of the importance of the meaning or the understanding of that subject matter. The content was authoritarian, or in other words, it was the opinion of some revered person and a wholly untested body of knowledge. The contributions of this entire era are culminated in the work of John Locke, who generalized the findings of these several movements into the "formal discipline doctrine," a philosophical concept which dominated all education for two and a half centuries and which is still influencing secondary school education.

Locke believed that the mind could be whipped into a state of keenness and be ready to cope with any and all problems. All knowledge was transferable from one life situation to another. The mass of accumulated facts, -- the mastery of subject matter was the important element. His purpose of education is best expressed

in his own works, especially in the "Conduct of Understanding" from which I quote the following passage:

> "The business of education is not to make the young perfect in any one of the sciences, but so to open and dispose their minds as may best make them capable of any, when they shall apply themselves to it. It is therefore to give them this freedom that I think they should be made to look into all sorts of knowledge and exercise their understanding in so wide a variety and stock of knowledge. But I do not propose it as a variety and stock of knowledge but a variety and freedom of thinking; as an increase of the powers and activities of the mind, not as an enlargement of its possessions."

In other words, Locke believed that education is the formation of the habit of thought through exercise and discipline.

Following but a few years after Locke was another who was destined to influence social thinking for many years. He was Jean Jacques Rousseau, the man who led a vehement and revolutionary movement against the absolutism, the authority, and the disciplinary tendencies of the early eighteenth century. His was an emotional, a democratic revolt, directed toward social reforms. Rousseau's ideas relative to education gave direct impetus to the psychological, scientific, and sociological conceptions of education which dominated the nineteenth century and which are holding sway today. His theory was that education should not aim to instruct but rather to allow natural tendencies to work out their natural results. It should not aim to mold or repress, but rather to shield from artificial influences. Natural instincts and interests should control its direction, and close contact with nature should furnish the

occasion and the means. Not before the adolescent years should any attempt be made to supply wider knowledge or to establish connection with social life through training. A few of his cardinal principles which seem to compare favorably with those to which we now adhere are:

1. The natural interests, curiosity, and activities of children should be utilized in their education.

2. Each age in life has activities normal to that age and education should seek for and follow them.

3. Education should be adapted to the gradually unfolding capacities of the child.

4. Emphasis on memory in education is fundamentally wrong, dwarfing the judgment and the reason of a child.

5. The child should be taught rather than subject matter, life here rather than hereafter, and the development of reason rather than the loading of memory were the proper objects of education.[1]

The three important contributions of this, the Naturalistic Era, were the emphasis on interest as a directing force in education, the democratic idea of education for all, and the implication that educational content and age should be closely related.

Distinguishable only in emphases are the psychological, scientific, and sociological trends which grew out of the Naturalistic Era. It was at this time that educational philosophy began to crystallize. Pestalozzi stressed the principle of learning to do by doing, indicating his belief that mental growth was from

1. Blackhurst: Introducing Education, p, 103-104.

within. Herbart recognized the role that environment plays in the development of the mind and combined this idea with Pestalozzi's in his formulation of the "five formal steps". It remained for the young scientist, Froebel, to partially synthesize the theories of his two comtemporaries into what we now know as the first two laws of learning, - the law of readiness and the law of exercise. He also realized the importance of teaching young children and accordingly established the first kindergarten. Our own Thorndike set about to restate the laws of learning in a more comprehensive form and to add to them a third principle, the law of effect, which hitherto had been overlooked.

In the meantime America was being influenced by the educational changes taking place in Europe and Americans were coming to the front with additional changes and modifications that were growing out of their own experiences. It is within the last sixty years that the most widespread changes have taken place in our educational program and our system of public school education today stands as a most striking experiment in world democracy. We incorporated into our plans the theory of education for all, and we have gradually seen the age limit for compulsory education for children raised in many of our states.

The tremendous influx of immigrants (before restrictions were set up) filled our country with people of all nationalities and all classes who were to be made over into America citizens. Economic success and the opportunity for personal advancement

induced parents to covet for their children not merely elementary but also secondary school training. In any age and at any time a school is but a poor makeshift if it does not fulfill its function to prepare those who pass through it to fit into community life. One of the most responsible and important activities of its leaders is to keep it abreast with social progress. Thus with the increase in the school population did it become necessary to reorganize and supplement the curriculum. What should be taught became the central problem of educators. Because of the heterogeneity of the horde of children whom law and democratic ideals forced into the classrooms, the old homogeneous grouping for instruction was no longer possible. True it is that testing helped out a little and scientific classification based on tests did tend to make groups more uniform as far as capacity for learning is concerned, but the problem of curriculum adjustment is still far from a solution.

During this chaotic period we almost lost sight of the individual child in the group and it is only within the last ten years that the new philosophy of individualism in education has been exerting its influence in society. Educational reforms are centering about problems of differential psychology and the adaptation of educational forces to the needs, the capacities, and the interests of the individual child. They are aimed at aiding each one of our millions of children to so profit from his school ex-

perience that he may derive out of life the fullest possible measure of satisfaction and happiness. The physical health, the mental health, the emotional and personality adjustments of the child are becoming the important elements in the concern of all who work with children. Since his relationship to the work he will perform in the world is a strong determiner of his success and happiness, our new education is directing itself increasingly toward problems of guidance of a pre-vocational sort, that the child may have a better opportunity to find the type of productive labor most satisfying to him.

The new educational philosophy, then, has broken down the artificial boundaries between school subjects and is tending to give a connectedness and a uniformity to our curriculum. The obsolete and impractical courses of study are gradually being eliminated to make room for more useful training. Study is being transformed from a memorizing process to an active process of research on vital, attractive problems. The interests of society outside the school walls are being brought into the school and being incorporated into the curriculum. School progress is becoming dependent on conscientious and earnest work rather than on arbitrary completion of stated blocks of conventionalized material. In short, we are teaching individuals in our schools, not subjects.

The best summary of our present philosophy of education seems to me to be stated in the following quotation from Thorndike and

Gates:

> "The main immediate aims of education in our present democratic society are to enable each person to effect the types of adjustment to the physical world, to the economic, family, social and civic situations, and to attain the physical and mental health, the recreational, ethical, religious, and intellectual resources which contribute the most to the welfare of the Great Society." [1]

Let us turn our attention to that other professional world of which the visiting teacher is a member and trace the concepts underlying social work as we have those which have permeated education. In its earliest form, social service, altruism, or charity meant the giving of alms to the poor or help to the sick. It is a very ancient practice and has been common to all nations since organized social life was established.

The family was originally the important unit of society and the source of altruism, nurturing and proctecting all those within its group and gradually including the guests, travelers, and strangers to whom every Greek's door was open. During the "Golden Age of Greece" we find mature expression of the social thinking of the day in the works of Plato and Aristotle. In "The Republic" Plato not only advocated the educational concepts mentioned earlier in this paper, but he also provided for control of marriage so as to obtain healthy children, and communism of property, though not on an absolute equality basis. Later he abandoned the latter idea as impractical. Athens had the first system of state aid for the poor. A "poor tax" was levied and collected regularly. Aristotle also upheld relief for the poor, but he objected to the method in

1. Thorndike and Gates: Elementary Principles of Education,

use, maintaining that dole was pauperizing to the people. His plan was to provide work for the poor that they might become more permanently self-supporting and he urged the distribution of small parcels of land to the needy as a means to self-support. The philosophy of both these leaders is expressed in the words of Plato, who said: "Do not pity the misfortune, but the man." Is that not suggestive of our present emphasis on the individual's adjustment rather than on the symptoms indicating his poor adjustment?

Even more closely allied with our present philosophy of social work is the theory of the leader, Zeno, and his followers. This group, who came to be known as Stoics, advanced a belief in the brotherhood of man. It was their opinion that the highest goal of life was obedience to reason and that in the attainment of this goal all men deserved equal praise regardless of his social standing in the community. As a matter of fact they mainatained that the position in life to which one is born is purely accidental, and accordingly there was among the colleagues of Zeno a close intermingling of men from all levels of society. Contrary to their contemporaries, the Epicureans, the Stoics placed high merit on control of the emotions and on the exercise of moderation and sound judgment .

And again the Roman conquest brought about a change in social thinking. Greeks were enslaved. Romans gave up their small farms in favor of great estates, worked by the captive slaves. The

landless free, who were soldiers for the most part, lived in idleness. Free or greatly cheapened corn was provided for them. It became a period of patrons, each keeping lists of those to whom he supplied food. The numerous small wars, however, tended to kill off many and caused many others to be taxed to the extent that they were forced to surrender their lands. There was a swift decline in family life and thousands of children were orphaned or deserted. Actually there developed two classes, the paupers and the wealthy, the former looking to the latter for alms and support. As the poor increased in numbers, Roman leaders had to develop legislative programs to handle them. Child-placing in families, asylums for deserted children, support of mothers of illegitmate children, and funds for the education of children of the poor were provided for by the legislatures. Cicero condemned public relief as bad because it was indiscriminate and he maintained that such service should be for the good of the recipient if service were to be rendered at all.

The most common and powerful incentive to altruism has always been supplied by the Christian Church which had for one of its cardinal precepts the care of the poor of its own membership. The Church nurtured a widely extended sympathy and began its work of permanent help to the poor, the suffering, and the down-trodden; help always in the form of relief. The permanency of this relief was insured, for Christian doctrine held that the giving of alms tended to expiate sin and secure favor in Heaven for the giver. Monasteries sprang up in great numbers all over Europe and they became not only centers

of learning, but also places of refuge for the sick, the weary, the hungry, and the poor. Because of the indiscriminate giving on the part of the Church which believed in treating all people alike, thousands took advantage of it and grew up in indolence. They became veritable paupers, willing to draw the major portion of their living from public sources. Gradually the burden became so great that the Church could not bear it alone and had to be assisted by the state. Nations began to adopt measures for relief. England was the first to do so on a large scale.

The "Black Death" which swept across Europe in 1349 wiped out whole communities in its wake. The wealthy landowners had to compete with each other for the services of the relatively few who were left to work the land. Wages rose to previously unheard-of amounts. Parliament, composed mostly of landowners, passed the "Labourers' Statute" which stated that wages should be exactly the same as they were before the plague. It was a useless bit of legislation. Laws were also passed at the same time to repress vagrancy, but these were equally futile.

The "Black Death" undoubtedly hastened the transition from agricultural to town life. And when Henry VIII dissolved the monasteries, vagrancy increased to an incredible degree. Charity became entirely the responsibility of the state. Poverty and unemployment became so obstinate that Parliament passed the "Poor Law" in 1601. This law forced the wealthy members of a parish to con-

tribute to the relief of the distressed, and ordered beggars to be whipped and returned to their parishes where they were to be given work. The contribution of the wealthy was in the form of raw materials at which the poor were set to work. But there were too many poor, and forced labor soon proved impractical. Many modifications of the "English Poor Law" were made, and a system of indoor and outdoor relief grew up and was in charge of paid officials. Aid in the form of money was given to the old, the sick, and the mothers of illegitimate children. Children of poor parents were bound out. Work was found for the able-bodied and frequently their wages were supplemented.

Just about this time a new social leader arose, Vincent de Paul, a man whose humanitarian interests led him to develop an extensive system of friendly visitation of the poor. This sounded the prophetic note of the next era which is crystallized in the Eberfeld system of Germany. Sentiment and sympathy swept over the people and finally a society was organized among citizens in Hamburg whose chief aim was to provide a better governmental system in respect to dealing with the paupers and beggars. One Professor Büsch originated a plan dividing the city into small districts and placing an almoner in charge of each. This almoner was the person to whom the needy of the section came for help. He made careful inquiry into all the circumstances of the case and if he decided the family needed relief, he gave it in accordance with a minimum standard set by

law. People were forbidden to give alms to beggars. Income from other sources which the petitioning family might have was deducted from the amount given so that the family received but enough to supply the bare necessities of life. As well as relief giving on the basis of need, the almoner helped secure work for the unemployed, provided medical care for the sick, and gave advice to the dissipated and improvident. An industrial school was established for children. Among these almoners or charitable workers, and among the members of the Society of St. Vincent de Paul the friendliness of the worker and the pleasant relationship of the worker and client were considered as important as the actual service rendered the client.

Meanwhile America had been developing from its pioneer stage into a great industrial nation, and altruism had been passing through some of the same stages I have been describing. In the early days of the colonists, the unfortunates were cared for by neighbors. The responsibility of the family as a unit was stressed, and efforts were made to insist on young people remaining at home until they were self-supporting. Somehow this led to certain families becoming prosperous while others became so poor as to be destitute. The towns began to assume some responsibility for the poor and boarded them out or sold their services. Almshouses were established in which the towns put their poor in an attempt to make them self-supporting. Finally, after the Deerfield Massacre, the state, or rather, the province took over the responsibility and a definite amount of aid was given

to poor people. One cannot but feel that the Eberfeld experiment, with its visitation of the poor by a committee who gave sympathy and counsel as well as aid, had an influence on the system of relief that was developed in this country.

Reverend Tuckerman organized a group of visitors to the poor and his work may well be considered the starting point of scientific charity. Leaders began to search for the causes of poverty, and stress was placed on moral as well as economic factors as directly causative elements. Charitable agencies developed their services in a program of visitation of the poor. These charitable agencies were composed largely of wealthy people who volunteered their services. All these societies emphasized discriminative relief and a policy directed toward discouraging pauperism through inspiring the poor to develop a desire for self-respect and self-reliance by cultivating habits of industry, temperance, and economy. They aimed to reduce vagrancy and pauperism and to ascertain their true causes: to prevent children from growing up as paupers. Here for the first time do we find prevention as an aim of those who dealt with paupers. Still, however, the emphasis was on dealing with problems not people, and there was no understanding of people in relation to the problems they presented.

It was not until the 1880's that we find a recognition of the individual. At the National Conference of Charities and Correction, Buzelle read a paper on "Individuality in the Work of Charity" in which he stated that the poor and those in trouble worse than poverty

have not in common any type of physical, intellectual, or moral development which would warrant an attempt to group them as a class.[1] This appreciation of the individual in relation to his problem is the basis out of which social case work has developed. It is but a mere three years later that Mary Richmond states in her little book, "Friendly Visiting among the Poor" that friendly visiting means intimate and continuous knowledge of and sympathy with a poor family's joys, sorrows, opinions, feelings, and entire outlook on life.[2] The visitor that has this is unlikely to blunder either about relief or any detail, Miss Richmond continues, but the one without it is almost certain to blunder seriously in any charitable relations with members of the family. In other words, Miss Richmond recognized the fundamental importance of relationship as a factor in treatment.

Another woman was interesting herself in the welfare of unfortunate people, --the insane. She was Dorothea Dix. Miss Dix was greatly impressed by the activities of the Society for the After-Care of the Insane in England with its program of friendly supervision of patients discharged from the mental hospitals. She became very active in stimulating improvements in our mental hospitals, in establishing more of them, and in improving conditions for the care of the mentally ill in those hospitals. This marked the beginning of another type of social service, which wasn't destined to make much progress until after the turn of the century, during the first fifteen years of which we see not only the formulation and further-

1. Buzelle, G.B. "Individuality in the Work of Charity," Proceedings of 13th National Conference, pp. 185
2. Richmond, M.: Friendly Visiting Among the Poor, p. 180

ance of social case work techniques and the beginnings of specialization, but also the re-discovery of the individual as a unit of emphasis.

The effect of the World War on the soldiers catapulted mental hygiene and psychiatric social work into the center of interest of socially-minded people. Prevention became the hue and cry, and great interest was focused on the mental health of the child, on the maladjusted child in school, on the delinquent child, and on the child in foster homes. The child became the focal point in family problems. At first there was a tendency to consider him alone, but it was not long before it was recognized that in making a social-psychiatric study of the child, an understanding of the whole family and their inter-relationships was needed. Training in psychiatric social work which was first necessary for those who worked with the mentally ill, later for those working with poorly adjusted children, now is seen to have a place in the training of all social case workers, that they may help each client to make the best possible adjustment to whatever family, social, civic, and economic situations he may meet.

From this brief review of the philosophical concepts upon which these two great professions of teaching and social work are based, the reader may sense a certain parallelism in their development. This certainly seems to indicate a consistency in the social thinking, a consistency which existed in spite of the fact the one, education, evolved with the wealthy as a nucleus; and the other,

social service, with the poor serving as a nucleus. The following table summarizes the major developmental steps, indicating their time relationships:

EDUCATION	SOCIAL WORK
450 - 200 B.C.	
Recognition of individual differences. Emphasis on self-realization as goal.	Emphasis on individual's adjustment not on problems. Individual's obedience to reason as goal.
200 B.C. - 800 A.D.	
Two social classes. Rich were educated. Emphasis on content.	Poor were thought of and dealt with as a class. Problems of poor were handled.
800 - 1500 A.D.	
Education carried on in monasteries.	Paupers cared for in monasteries.
1500---1700	
Curriculum forced on all children.	Period of forced labor
Belief in the transference of one pattern of behavior to all life situations.	
1700---	
Beginning of emphasis on molding education to fit the child.	Sympathy and understanding a factor in the handling of individual cases. Needs test.
UNITED STATES 1620 - 1800	
Early recognition of need for education of all children. Responsibility assumed by public.	Early recognition of public responsibility for providing for the poor.

EDUCATION	SOCIAL WORK
UNITED STATES	
1800 --1850	
Emphasis on curriculum adjustment to meet needs of classified groups	Emphasis on discovery of causation of problems and treatment of groups typed according to problems.
1850 - 1920	
Philosophy of individualism in education.	Buzelle: Individuality in in Charity Work.
1920-------	
Emphasis on education for the development of the whole child	Growth of psychiatric social work aimed at working for the satisfactory adjustment of individuals to all life adjustments.

WHAT VISITING TEACHER SERVICE IS

In every classroom there are children who indicate in various ways that they are in difficulty, children who come from all areas of the community, privileged or unprivileged, American or foreign, urban or rural, residential or industrial and who, in consequence of the manifested difficulty, are unable to gain the full benefit from their educational experiences. By "children in difficulty" I do not refer to those whose truancy, delinquency, or obvious mental or physical handicaps have brought them to the attention and care of the attendance officers, special class teachers, or school nurses. Rather do I mean those children whom the teacher commonly refers to as her "problems". They are the ones who are failing to make the prescribed progress in their studies, or who are not measuring up to the expected standard of behavior. They are the pupils who give evidence of unsatisfactory relationships with their classmates or with those in authority, or the pupils who give indication of some personality deviation such as excessive sensitiveness, shyness, aggressiveness, or resentment to criticism. These are but a few of the ways in which the difficulties manifest themselves in the classroom.

Visiting teacher work is a direct response to the needs of the classroom as they are represented by the individual child in such ways as have just been enumerated. It is a type of service directed toward obtaining and utilizing a knowledge of all the forces which

make for the success of each child, that his educational experiences may be most effective. It is a type of service directed toward helping the child to further his all-round growth toward a happy, rich, constructive life. The aims of visiting teacher service today, it seems to me, are best expressed by Jane Culbert. They are:

1. "To aid the problem child in making proper adjustment in school so that he may give better service in adult life.

2. "To prevent the normal child from becoming a problem by removing causes that lead to maladjustment."[1]

"The visiting teacher's treatment of problem children is based upon the fact that useful citizenship and right living are the normal outgrowth of sound training and wholesome behavior in childhood, and that the attainment of these ends is virtually affected by environmental influences and by the child's attitude toward himself, toward others, and toward the opportunities and the obstacles he may encounter."[2]

In those schools where visiting teacher work was first established some years ago, the role of the visiting teacher has passed through several stages of development. The emphasis then was on the needs of the underprivileged children and the visiting teachers acted as liaison workers between the home and the school, investigating home backgrounds and explaining the school policies to the home. It was quite logical that the emphasis should have been

1. Culbert: Visiting Teacher at Work, p. 190
2. Nudd: Purpose and Scope of Visiting Teacher Work, p.2.

so directed because compulsory education laws and democratic ideals were causing the schools to be filled with the children of immigrant parents and of American parents who themselves had been "nonconformists" during their school life and had left early to go to work. Consequently the parents of these children had little understanding of the modern school and the part it plays in training its pupils in citizenship.

It should be remembered that the child is in the classroom but five hours each day for from one hundred and fifty to one hundred and eighty days a year, and that the rest of the time he is being exposed to a wide variety of influences, many of which are the exact anthithesis of those the school is exerting upon him. In order, then, for the child to gain the greatest benefit from his daily five hours in school, it is necessary for the teacher to understand something of his life during the other nineteen hours of the day and also for the parents to have an understanding of the aims and demands of the school. Such a mutual understanding on the part of the home and the school eliminates the danger of their working at cross purposes in the training of their children. Actually the early work of the visiting teachers was concerned chiefly with manipulating the environment of the underprivileged child so that there would tend to be a consistency in the forces influencing and molding his life.

The fact that problem children may come from all economic

levels of society was either not recognized or not admitted until the Mental Hygiene movement swept across the country and rapidly gained in popularity. Educators were among the first to face and accept the concept that a child's personality is largely determined by the experiences of his early years. Visiting teachers functioned as mental hygienists, using educational techniques to interpret children's behavior to teachers and parents in the light of mental hygiene principles. Teachers began to admit to themselves and others that their problem children came from the upper strata of society just as frequently as from the lower ones. The visiting teacher changed the emphasis of her work from that of manipulation of environmental factors to treating emotional and behavior problems in order to help the maladjusted school child to a healthier and happier personality development.

But who is the visiting teacher? She is a well-equipped, experienced teacher and a trained social case worker as well. One might also ask why preparation and training in both these professions is a necessary part of her equipment. As a classroom teacher she has an understanding of the school situation which has grown out of her knowledge of educational philosophy, methods, aims, and procedures, and out of her first hand contact with a group of children of varied abilities and interests and representing all social classes, a group whom she is teaching to read, to do arithmetic, to spell, to know certain geographical and historical facts, or to develop an appreciation of literature. Because of this experience she

knows the teacher's level of interest, understands the teacher's point of view, and has an awareness of the contribution the teacher is making daily in her classroom. She recognizes the strain involved in working with a group of unclassified children in an attempt to keep them up to the standard of minimum essentials in all their subject matter, a standard which seems rigid and inflexible. She is sensitive to the insecurity of the young teacher who is not yet on tenure and who feels that every disciplinary problem or every academic failure originating in her room is likely to reflect unfavorably on her as a teacher and jeopardize her chance for re-appointment. The visiting teacher knows that every teacher is interested in the successful pupil and that almost every teacher can be induced to expend time and energy to help the failing pupil. Knowing these and many more elements that affect the teacher-pupil relationship, the visiting teacher can build up with the classroom teacher a basis for cooperation, a basis such as exists between teacher and teacher rather than between teacher and specialist. The latter attitude would be likely to increase the insecurity of the young teacher and antagonize the older teacher. Then again she can establish a most satisfactory working relationship with the principal which is based upon a mutual understanding and acceptance of each other's professional function as well as upon the fact that they share a philosophy of education.

But the classroom teacher has not the time nor the training to add to her already heavy daily routine the task of studying the

child's out-of-school life and of making contacts in his behalf, both of which services are necessary if his educational experience is to be most effective and if the home and school are to cooperate on a basis of mutual understanding in the education of the individual child. Some specially trained person was needed to seek out this information and bring about this cooperation. Educational leaders turned to the social case worker as the logical person to carry out this assignment. As a result of her training and experience in social case work, she has developed a technique of establishing a friendly, working relationship (rapport) with families, of inspiring the confidence of all the members of a family, of helping people to think through and work through their problems to a satisfactory solution. She knows how to search out skillfully and tactfully the underlying causes in the home and community life that contribute to the individual's problems and she knows as well the resources there are in the community that can be used in the solution of the problem. The social workers who are visiting teachers have had extensive training in mental hygiene, psychiatry, and modern psychology and are able to recognize, as a result, the early symptoms of personality maladjustment. The social case worker who is a visiting teacher should "be a skilled craftsman who can thoroughly analyze the problems that confront her and can marshal social and educative forces inside and outside the school for clear and specific purposes. She naturally does many things directly to remedy a given situation, but her aim is primarily not to duplicate what can best be done by others

but rather to bring into effective cooperation, for the welfare of the particular child, those agencies or measures which her knowledge of the situation indicates as essential."[1]

The reader may be wondering how the "problem children" come to the attention of the visiting teacher. As one might naturally guess, the greatest source of referrals is the classroom teacher, for it is she who is most certain to discover some manifestation of the child's difficult adjustment to the school situation. The next greatest source is the school principal. The following table indicates the sources of referrals of 8500 children studied by the National Committee for Visiting Teachers:[2]

Principal	2929
Teacher	3701
Nurse	321
Attendance Officer	166
Psychologist	64
Others in the school	522
Family	331
Social Agency	212
Others, including child himself	297

Although this study was made about ten years ago, there is little reason to believe that there has been any appreciable change in the percentage of referrals from any one source, except possibly an increase in those of the classroom teacher. If her percentage of referrals has increased, it is because she has developed a greater recognition of the advantages of visiting teacher service and the part it plays in easing the strain of teaching difficult children.

When a child is referred to the visiting teacher, her first move almost invariably is to secure as detailed an account as possible

1. Nudd: Purpose and Scope of Visiting Teacher Work, p.5.
2. Culbert: Visiting Teacher at Work, p.6

of all the circumstances leading up to the referral. This usually involves a discussion of the case situation with the classroom teacher. From this point on, the procedure of visiting teachers varies insofar as the order of the steps is concerned. Many of them immediately make the acquaintance of the child in their office and attempt to get his own story of his difficulties. More of them, however, make the acquaintance of the child gradually and build up his confidence over a period of time before any attempt is made to discuss with the child the problems he has. Still other visiting teachers go to the child's home and talk with his family before they talk with him. Actually it seems a much wiser plan to make the acquaintance of the child before consulting his parents. It seems to me that there are three psychological reasons why that plan of action is better. In the first place, by getting acquainted with the child the visiting teacher is emphasizing the child's sense of importance as an individual; in the second place she is developing in him a sense of his own responsibility for his problem and its solution; and in the third place she is giving him a sense of security in the knowledge that someone in the school is interested in him and his welfare, and wants to help him with the solution of his difficulties. In so doing, the visiting teacher is developing in the child the habit of facing difficulties in a mature manner.

At whatever time during the study of the child's case the visiting teacher gets his "own story", that is the time when her skill in the techniques of case work is of utmost importance. Often in the

child's story is found the key to the solution of his problem. That is the time when the visiting teacher must listen objectively, observe accurately, analyze carefully, and search out the implications that underlie the material she is getting.

The visiting teacher, by virtue of the fact that she is from the school and represents the school's interests in the welfare of the child usually is most welcome in his home. The members of the family talk freely with her about the child, his habits, his home life. They tell of their own problems, their ambitions, their hopes and their disappointments. The visiting teacher calls into play her ability in interviewing and gets a complete picture of the child in the home, the intra-familial relationships, the attitudes of the various members of the family toward the child, the school, and the neighborhood. She ferrets out important factors in the developmental history of the child that might have a bearing on his present difficulties. Because she has equipped herself with adequate information about the school situation, she is able to explain the child's troubles to his parents and to interpret to them the attitude and the policy of the school. Her knowledge of child training and of the needs of every child help her to build up in the parents a better understanding of their child and to secure their cooperation in working out and carrying through a plan for the treatment of his problems. In the next section of this paper are case studies illustrating the relationship between the home and a child's problems.

In making her study of a problem, the visiting teacher has access to and uses all the child's school records. She frequently solicits the cooperation of the school psychologist, asking that a psychological examination and a battery of achievement tests be given the pupil. These help her to ascertain whether there is a proper correlation between his grade placement and his mental age; whether the child has special abilities and disabilities; and whether tutoring in particular subjects would be advisable. These tests indicate the type memory the child has and give an index to his ability to reason. In other words, psychological tests add considerably to the understanding of the individual child. The visiting teacher often secures the cooperation of the school nurse or doctor, requesting a thorough physical and medical examination. It is not unsual to discover that the child who sits in the back seat is inattentive because he can't see the blackboard or hear the teacher's explanation of a point. Nor is it unusual to learn from the school nurse that the little girl who is so restless and irritable is really suffering from a lack of sleep or an intestinal disturbance resulting from faulty diet. Very frequently does the school nurse participate actively in the treatment plan by carrying on a program of health education with the problem child's mother. If the child gives an indication of a serious emotional problem, the visiting teacher seeks the help of a psychiatrist. If there is none connected with the school, there is usually one available in a nearby Child Guidance Clinic. In working out a plan with a psychiatrist, the visiting

teacher usually carries on the therapy with the parents, and the psychiatrist works with the child. Although the visiting teacher begins her treatment of the child's problems at the time of her first discussion of the problem with the classroom teacher, her actual plan of treatment is not formulated until she has talked with the child, visited the home, and been notified of the results of psychological and health examinations. It is only then that she is able to interpret skillfully to the teacher the underlying causes of the behavior the child is showing in the schoolroom and to help the teacher to handle the behavior manifestations intelligently. It is only when she has all this information that she is able to modify in various ways the elements in the child's home life which are contributing to his difficulty. It is only then that she is able to work through with the child himself a plan for his participation in the solution of his problems which is based on his understanding of their causation and his desire for the solution of them. Let it be understood, however, that whatever plans are made are subject to modification and change at any time during the entire program of therapy that such change is indicated as advisable.

THE VISITING TEACHER IN THE SCHOOL

Now that the reader has a general idea of the underlying philosophies, the nature, and the methods of visiting teacher service, it is time to consider this work more specifically in terms of the goals toward which it is directed. The reader will recall that the first aim of visiting teacher work is stated by Jane Culbert to be "to aid the problem child in making proper adjustment in school so that he may give better service in adult life." This very definitely is a service which establishes the visiting teacher as an integral part of the school system. It is my purpose now to discuss some of the problems which are brought to her attention and the significance of those problems in the light of the school adjustment of the individual child.

The children with whom the visiting teacher works seem to fall into four groups. They are:

1. those children who are having scholastic difficulties.
2. those children whose school difficulty is a direct result of poor home conditions.
3. those children who show personality maladjustments.
4. those children whose behavior in the room is not acceptable.

It is in the first group, those with scholastic difficulties, that the greatest number of referrals fall. There may be any of a dozen or more reasons for these many difficulties in scholarship. Let us consider a few causes and see just why it is that they make for

academic failure. One of the most common causes is transfer from one school or one school system to another. In large school systems, the superintendent, supervisor, principals, and sometimes the teachers, set up a standard of minimum essentials to be covered in each subject in each grade. This group may actually outline the order in which the material in a particular subject will be presented, or again they may allow the teacher to use her own discretion in the order of presentation. Sometimes the same standards of minimum essentials for a particular grade may vary from school to school in the same system. It is not unusual to find a child whose family have moved from one section of the city to another during the school year, thus necessitating his transfer from a school in which he was doing good work in a fast moving section of his grade to a school where the pupils in the grade are not classified according to ability. Quite naturally the unclassified group would have moved more slowly to keep pace with the speed of the average child, and this new pupil would have long since mastered the material now being taught to the unclassified group. The work in no way challenging to him, one can expect little more than the fact that he will fool, waste time, pay little attention, become careless, and eventually do failing work in a subject which he had actually mastered. Then again we see the child who transfers from a school system in a small unprogressive town to a school in a city that has a fine reputation for its schools, or visa versa. Sometimes he is automatically put back a year; at other times he is allowed to enter his grade but he has such a diffi-

cult time adjusting to the new and different methods of teaching that he cannot keep pace with the class, stops trying, and get failing marks. The following case situation illustrates this type of academic failure:

Ellsworth W.

Reason for referral: This nine-year old boy was doing failing work in the fourth grade. He had transferred a month before (in January) from the fourth grade of a school in the foreign section of an adjacent city. The academic report in his transfer cards was excellent.

Study: This boy had been the only child of American born parents in his class in the former school. He was a great favorite of the teachers and classmates. He always led his class in all his studies and the teachers felt that he was unusually bright. The boy's father had inherited a small farm on the outskirts of this progressive little town and had moved his family immediately to it. The nearest house was a half mile away. Ellsworth was very unhappy and very lonely. He had no one to play with after school hours and since he travelled back and forth to school on the school bus he had little opportunity to make friends and play in the schoolyard. The boy had been placed in the A-section of the fourth grade because his report card had been so good, but when he showed himself unable to do the work after a week's trial, he had been dropped to the B-section, and not doing any better there had been again lowered to the C-section. His work was of poor quality. There were forty children making up the three sections of the grade, and they all were in charge of one teacher who

had been graduated from a Teachers' College the preceding June.

Diagnosis: This little boy was having a difficult time adjusting to a new situation in which he not only was not the acknowledged leader but in which he had to compete with his academic equals. The teacher, already overtaxed with too many pupils, had little time to give special attention to this boy who formerly had a maximum of attention. His loss of status as a leader of the class and as a popular child in the schoolyard, as well as the fact that the teacher paid little attention to him was so emotionally disturbing that he was unable to attend to his lessons. There is a possibility that the boy was trying to get attention through failure since he could not do so by being successful.

Treatment: Explained to the teacher the child's need for attention and companionship. She arranged for him to represent the room on the principal's staff of errand boys and she also gave him an important part in a program being prepared for Washington's Birthday. This required after-school rehearsals and so he had a chance to get acquainted with some of his classmates. During these rehearsals the teacher learned that he played a mandolin and knew the folk songs of many foreign countries. She induced him to bring his instrument to school and play and sing for the class.

Results: At the end of two weeks, he had shown sufficient improvement to be advanced to the B-section and three weeks later had been changed to the A-section where he did well for the rest of the year. He be-

came popular among the children, teaching them many games he had learned at camp and at Y.M.C.A. classes.

Another cause of academic failure among children who are mentally capable to do the regular work of the grade may be found in the attitudes of their parents toward the teacher, toward the school, toward particular subjects, or toward the child himself. For example, one frequently hears a parent remark a bit boastfully in the presence of a child: "I never could do arithmetic. I suppose Johnny will have the same trouble. His father isn't good at figures either." A child who hears such a remark naturally reacts to it, and not infrequently does he begin the study of the new subject with a mind-set against it, believing that if it is too difficult for his parents to master it is too difficult for him to try to master. It is quite likely that he will desire to identify with them in their failure and likewise to live up to their expectations that he will fail. Another attitude that parents unwittingly express is to be found in their comparison of a younger child's achievement in a particular subject with the excellent success an older sibling had in the same subject a year or two previous. This kind of comparison might well stimulate feelings of hostility toward the older silbing with a concurrent desire to be as unlike him as possible, a desire which results in the child's deliberately failing in that particular subject.

Unpleasant pupil-teacher relationships often result in a pupil's failing to do good work in school. Teachers are not unlike all other

human beings in their emotional life. They have just as strong likes and dislikes. Although a well-trained teacher should have learned to be objective and to treat all her pupils impartially, there are times when she allows her dislike for a child to color her relationship with him. A youngster is not always wrong when he explains to his parents that he was punished or got low marks because the teacher didn't like him. It is quite possible that he may have done something to incur her displeasure, it is true, and yet again he may be perfectly blameless. Likewise a child may dislike a teacher and refuse to pay attention in her classes, and as a result fail to grasp and master the principles she is trying to teach him. There may be any number of reasons for his attitude. She might have reprimanded him unjustly; she may remind him of someone with whom he has had an unpleasant experience and he has transferred his hostility to her; he may resent the fact that she shows favoritism to some others in the classroom. Whatever the cause, his attitude is probably an attempt on his part to punish her.

The two case stories that follow show a situation in which the teacher's attitude toward the child was the causative factor in his failing and a situation in which the child's feeling for the teacher was basic to poor work:

Billie B.

Reason for referral: This boy, ten years old, was doing poor work in every subject but arithmetic at the end of the first month in the

sixth grade. Although the teacher was not positive of the fact, she thought he started various distrubances in the room. She did not want him in her class and suggested that he be sent to another school or even returned to fifth grade even though he had done very well in fifth grade.

Study: Billie was the youngest of four siblings. Psychological tests showed him to have mental age of ten years and ten months, to have unusual mechanical ability, and to have good reasoning power. Achievement tests showed him to be correctly placed in the sixth grade. The three older siblings had gone to the same school and had had the same teacher that Billie was now having. At that time she was teaching the fifth grade. Each of the other children was dull and had been very troublesome in school. The oldest had been sent to a county training school for delinquent behavior, the second had had epileptic seizures so often that he was finally hospitalized, and the third, a girl, was a high grade moron who stayed in school only until law permitted her to leave. She was now staying at home with her father, mother, and Billie. The four of them lived in two rooms in a very poor section of the city. The father had been a mill mechanic, but had lost a hand in an accident several years before. The mill had retained him as a timekeeper. The mother was working as a charwoman in an office building. Her hours of work were from five o'clock in the afternoon until midnight. Billie's sister was supposed to take care of the house and Billie, but this little boy had to wash and iron his own blouses and get his own meals practically all of the time. His ambition was to go

to an engineering school just as his father had. The child spent all his spare time at a repair shop. The owner of the shop was very fond of Billie and taught him a great many things about electric motors. He reported that Billie could repair small electric fans as well as any electrician. This man would like to adopt Billie and had approached the boy's father on the subject, but Billie's father wouldn't consider it at all.

Diagnosis: The teacher was unable to dissociate Billie from his siblings with whom she had had so many disagreeable experiences. Consequently she was highly suspicious of the boy's behavior as well as resentful that she should have to endure another of this family. Her antagonism blurred her powers of objective evaluation so that she was unable to accept his work as satisfactory in any subject that did not give concrete evidence of satisfaction such as arithmetic did.

Treatment: Explained Billie's home life to the teacher. She felt her hostility toward the children of this family was so deep-seated that she could not accept this boy for what he was worth, even in the light of his home situation. Since there was no other sixth grade in the building, special permission was obtained from the Superintendent to transfer Billie to a sixth grade in another district. His friend, the repairman, bought him a second-hand bicycle to ride to school. Although this boy might well have been removed from his home, it was felt that the bond between him and his father

was too wholesome and stimulating an influence on the boy to warrant breaking it.

Results: Billie adjusted quickly in the new school and did satisfactory work in all his subjects from the first day he matriculated there.

Eileen W.

Reason for referral: Eileen was an eight-year old fourth grader. She suddenly stopped participating in her classroom activities. Whenever she was called upon she would just scowl but refused to answer.

Study: Eileen was a very bright, attractive child. She had an excellent school record and had always been considered a model child by all her teachers. The room she was now in was a training room for student teachers from a nearby Teachers' College. The student teachers change every twelve weeks. Eileen's difficulty dated from the day after there was a change in student teachers. A talk with the child revealed the following facts. At the close of school on the first day the new teacher arrived, she was sent to supervise the lines as they passed from the building. As the line was moving along the corridor Eileen noticed her shoelace was untied and she decided to fix it. She forgot that one of the most important rules of the school was that a child must not step out of line until he is on the sidewalk in front of the school. She did not even recall the rule when she saw it printed conspicuously on the sidewalls of the corridor. Eileen stepped away from her partner and before she

had a chance to stoop to bow the shoelace, the teacher had grasped her a bit roughly by the arm and pushed her back into line. Then to make matters a bit more humiliating she had walked beside Eileen all the way to the sidewalk, taken her aside when the line dispersed and gave her a severe scolding in the presence of several other pupils. This was the first time Eileen had ever been scolded in her entire school experience. The following day when Eileen came to school she ignored the new teacher. In those classes conducted by the training teacher she recited as usual, but in those conducted by the student she sat in silence. She had continued this behavior for several days, and the pleading and coaxing of the training teacher had been to no avail. Eileen was getting considerable attention from both teachers and also from her classmates. It was the training teacher's theory that every child should have an opportunity to recite every day in every class, so Eileen was called on daily several times.

Diagnosis: Eileen was punishing the student teacher for reprimanding her. She was thoroughly enjoying the unusual amount of attention she was getting from both teachers as a result of her behavior.

Treatment: Explained to both teachers the reason for Eileen's behavior. Pointed out to them that every time the student teacher called on Eileen to recite she was aggravating matters as well as giving the child an ever increasing amount of satisfaction which came from having the upper hand in the conflict between the child and herself. Both teachers agreed to refrain from coaxing the child to recite,

and the student teacher did not call on Eileen in any more of her classes. Explained to Eileen the reason the school had certain rules and why all teachers requires all children to obey the rules. Results: On the fourth consecutive day on which the cadet teacher had neglected to call on Eileen, the child whispered the answer to a question which was directed to another pupil, but the whisper was loud enough to be heard by everyone in the group. The next time she asked a question the teacher suggested that she would call on the child who was sitting up straightest for the answer. Eileen promptly slumped down in her chair. The next day Eileen answered a question in a loud voice before the teacher had time to call on some one for an answer. The teacher paid no attention. On the sixth day, Eileen raised her hand several times to indicate that she was ready to take part in the recitation and she responded promptly when called upon. From that time on there was no recurrence of her non-participatory attitude.

The second largest number of referrals come from the group whose school difficulties result from poor home conditions. This includes children from broken homes; from those where there is financial security but inadequate supervision of children; from homes where there is great poverty; from those where there is a lack of opportunity for study, recreation, sleep, or a lack of harmony between parents or between parents and children; from homes where one or both parents is alcoholic or immoral. His home is the most im-

portant part of every child's environment. Lluella Cole says in her book, "Psychology of Adolescence", that there are four basic requirements of a healthy home. Briefly they are that a home should furnish adequate shelter and nourishment, that it should provide security, that it should control a child's behavior in a consistent manner, and that it should educate the child in acceptable modes of response to social situations. Miss Cole feels that there is a great possibility that homes which lack one or more of these characteristics will produce children whose behavior is abnormal.[1] Statistics on referrals from the files of visiting teachers certainly confirm that belief.

When a visiting teacher goes into a child's home she discovers which of the characteristics of a healthy home exist and which are lacking. She learns what is interfering with the child in his development of right habits, desirable attitudes, and the ability to make proper adjustments. She evaluates the quality of control and discipline, and the degree of security and approval the child finds there. It is her responsibility to effect such changes in the home environment as will be for the best interests of the child.

Parents may be over-indulgent and keep their child immature, or they may be too strict and deny him freedom for self-expression and recreation. Some parents are over-ambitious for their children, forgetting to consider the children's native ability: others try to realize their own frustrated ambitions in life in their youngsters, forgetting that the child may have interests of his own. Poverty

carries in its wake not only physical but also psychological factors that react unfavorably on the child. Poor food, crowded sleeping conditions, the inadequate supply of fresh air and sunshine resulting from poor housing conditions affect the health of a child. The youngster may be ashamed of his appearance, discouraged, depressed, and insecure, feelings which he carries with him into the classroom. So often one forgets that an individual cannot remove his attitudes and feelings along with his hat and coat, and that they remain with him as he works and plays and studies, influencing his relationships with all with whom he comes in contact. A child's feelings and attitudes determine his sense of values and the direction his behavior will take. All behavior has meaning to the individual and it is the visiting teacher's duty to discover the "why's" of the behavior of children referred to her. If they lie in his home situation, she ought to bend every effort to manipulate and modify unwholesome factors that their influence will be at a minimum.

The problem in the following case study illustrates the effect unhappy home conditions may have on the emotional life of a child.

Gene L.

Reason for referral: This eight-year old boy, who was in the second grade, was referred by the principal because of truancy and stealing. On the same day his teacher referred him because he was list-

less and apathetic in the classroom and seldom would recite when called upon.

Study: Gene was the third in a family of nine children of poor parents. His mother was an immature person who had sought in marriage an escape from a confining and arduous home life. Moving from a rural western town to an eastern industrial center, she was unable to adjust and was beset by fears and suspicions that tended to border on paranoia. The father had been overprotected by his mother, was likewise immature, regretted his marriage, and was unable to assume the responsibilities of that marriage. He drank heavily and became very abusive when he was intoxicated. He had little interest in any of his children. The only time he paid any attention to them was when he punished them. Gene's mother was so overwhelmed at having so many children in rapid succession that she found herself incapable of managing them and gave up trying to do so. The household was marked by poverty, lack of disciplinary control that was in any way consistent, insecurity, and conflict. Gene did not go home after school but played on the streets. He was hired to do odd jobs by a man who owned a pool room. Soon he became involved in sex experiences with the men in the pool room and they threatened to kill him if he ever told anyone. They would meet him on his way to school and insist that he go off with them.

Diagnosis: Gene's problems lay in his emotional life. Insecurity and abusive treatment at home forced him to seek recreation away from home. Conflict over the resultant sex experiences and fear

for his own safety dominated his thinking and caused him to withdraw within himself.

Treatment: Gene was referred to a psychiatrist who saw him regularly for about a year. The psychiatrist advised controlled recreation and it was arranged for Gene to go to the Y.M.C.A. every day after school and on Saturdays as well. The boy's worker at the "Y" arranged for him to be a part of craft and game groups, allowing the boy to participate as much or as little as he wished. A program of education in child training was carried on intensively with Gene's mother and she was helped to gain an understanding of the customs of the city people and of the methods and policies of the school. All her successes were highly commended and she began to gain more and more feelings of security and self-confidence. The classroom teacher was urged to have confidence in the child and to give him responsibilities in the classroom. An interpretation of his home life helped her to understand Gene's need of affection and approval.

Results: Improvement has been gradual but steady. At the end of seven months, the boy was participating in group activities at the "Y" on the average of four days a week, his participation being entirely of his own volition. There has been no recurrence of truancy or stealing. In the classroom, Gene was availing himself of library books which the teacher provided and was becoming an avid reader. Frequently he would remain after school for a few minutes to discuss the books with her. At the beginning of the last

month of the school year the teacher stated that she felt Gene had improved sufficiently in attitude and scholarship to warrant his promotion to the third grade. His mother reports that he has shown a willingness to help about the house and a gentleness in his treatment of the babies, a sharp contrast to his former attitudes.

The boy is to be sent to a camp for the entire summer and therapy will be resumed when school opens in the fall.

This case story depicts the over-ambitious family who fail to properly evaluate their child's ability.

Charlotte

Reason for referral: Referred by classroom teacher because she was insolent.

Study: Charlotte was the only child of Jewish parents. Both her father and mother had come here from Russia and were very ambitious. They were determined that Charlotte would go to college. They constantly nagged her to study and insisted that she come home immediately from school to begin preparation of her next day's assignments. She was allowed no opportunity for recreation. When she brought home report cards with B's and C's, the parents became wrathy, pressed her to study harder, and charged the school with discrimination because she was Jewish. Charlotte believed that her parents were right and that the school was unfair in its treatment . Whenever the teachers corrected her she retorted in a rude

and insulting manner. Psychological examinations showed that Charlotte was certainly not college material. They indicated that she had unusual artistic ability. Charlotte herself told of her interest in drawing and painting and of her secret ambition that she would someday design clothes for movie actresses.

Diagnosis: Overly-ambitious parents had nurtured feelings of discrimination of this child. Psychological tests revealed that she had mediocre ability and a special talent.

Treatment: Helped parents to accept the fact that Charlotte was not able to succeed in college and interpreted to them the importance of developing her special abilities. Persuaded them to allow her to transfer to a trade school to study designing.

Results: With the cessation of pressure and nagging, Charlotte was able to devote her full energy to her work and it was not long before she had won merit for her work in fashion designing.

A third group with whom the visiting teacher is concerned is composed of children who show some difficulty in personality adjustment. It was not long ago that classroom teachers boasted of little Mary who was "so quiet that one would never know she was in the room", or of "Johnny, the perfect little gentleman in the back seat". They did not realize that normal, healthy little children are not quiet little Mary's or perfect gentleman Johnny's for five hours every day of the week. At the same time the teachers

would mention with equal pride that "James is one of the smartest boys in school. He wants to recite all the time and won't give any other child a chance to answer." She may refer quite casually to Ruthie who cries whenever she is corrected, or to Billie who is always alone. Today those same teachers, we hope would recognize that those children are having difficulty, that there is something within their personalities that makes them different from the other children in the room, so different as to warrant special mention.

In his booklet on Child Management Dr. Thom makes this statement. "The home is the workshop in which the character and the personality of an individual are being molded by the formation of habits into the person he will be in adult life." Is not the school a larger workshop which plays an identical role with the home in the formation of character and personality?

Because of her special preparation in psychiatry, mental hygiene, and modern psychology that the visiting teacher is especially equipped to recognize at the earliest possible moment those symptoms in a child's behavior which indicate that there has been some deviation from the normal development of his personality and recognizing it, she is able to discover the factors that have brought about that deviation and modify them.

Rather than discuss the various factors that make for personality maladjustment, I am going to present some case situations typical of those with which the visiting teacher works.

Thom,D.: Child Management, Washington: Government Printing Office, 1928. p.3.

Max

Reason for referral: Max, a ninth grade, twelve year old Jewish boy, was referred by his English teacher because he was not doing any written work. He claimed it was too easy.

Study: Max was an only child. His parents were highstrung, unduly sensitive people who were extremely proud of their boy. They were greatly alarmed at the report that he was failing in Written English. Max was a great reader, and chose books written on philosophy exclusively. He understood them and could discuss them intelligently. Psychological examinations revealed that Max had an intelligent quotient of 150. When questioned as to his unwillingness to write his English exercises, he claimed that the assignments the teacher gave were too easy to bother with, and that when he wrote them the way he thought they should be written she would not accept them. He would spend hours on one sentence, selecting words to express exactly what he meant. The teacher claimed they were too "flowery", so he had decided not to try any more. From her conversation with the boy, the visiting teacher felt that Max really should talk with a psychiatrist who could help him to understand that he must master the simpler exercises before he attempted the more difficult ones. She made this recommendation to the parents but they would consent to no more than an examination by their own family physician. He told them that Max would "grow out of it". The visiting teacher had several conferences with the family physician and finally won him over to making the suggestion to the family that it might be well after all for the boy

to talk with a psychiatrist. He suggested one that was a member of a hospital staff to which he belonged, and the family agreed to permit the boy to go. The psychiatrist diagnosed the boy as a predementia praecox. That the family was distracted when they were told that their brilliant son was mentally ill, is mild. However, the visiting teacher felt that the diagnosis was not quite right and she again consulted with the family physician. She believed that the examining psychiatrist had overlooked the fact that this boy was Jewish. Together they again approached the family on the subject of psychiatrist, and this time the family were willing to have the child see anyone who might give another interpretation of the behavior manifestations. The visiting teacher contacted an eminent Jewish psychiatrist and told him all the story of the case. He was immediately interested for he recognized in Max a duplication of his own adolescent behavior.

Diagnosis: Max is an unusually precocious Jewish boy with an intelligent quotient which classifies him as a genius.

Treatment: Psycho-therapy. Transfer to a private school for bright boys.

Note: This treatment program has just begun and with the transfer of the boy to a private school, the case was closed in the files of the visiting teacher.

Esther

Reason for referral: Esther was referred by two of her teachers because she was making a nuisance of herself in their classes, doing everything she could think of to attract attention to herself.

Study: Esther is a fourteen-year old, attractive, well-dressed girl in the ninth grade. Some of her teachers are very fond of her and others continually make complaints about her. She has an older sister in high school who is very well-behaved. Esther is boarding with strangers, but her sister is living at the home of her grandparents to whom the custody of the two children has been awarded by the courts. They are unable to control Esther, however, and have turned her over to friends of the family whom the children never before had met. This little girl's mother and father gave a history of repetitive separation. The father is a gambler and frequently gets into such difficulty that he has to leave the state. On each of these occasions, the mother starts the proceedings for a legal separation, but once the father feels secure again, he sends for her and the family, making all kinds of promises, and Esther's mother cannot resist and returns to him. The last time however, she did go through with the separation proceedings. Because of the fluctuating home life, the children have been to many different schools, but both of them are bright and were able to adjust quickly in each school and get good marks. Esther was her mother's favorite and she had learned to take advantage of the fact when she was very young. She was always called "Baby". Esther liked

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school very much, but her interest in particular subjects varied with the teachers. She had won her mother's affection from her sister by making herself the center of attention, and she tried to use the same technique to gain the attention and affection of the teachers. Her success varied, as the referral suggests. When she fails, she becomes unruly and stubborn, a very disturbing factor in any class.

Diagnosis: This immature little youngster is trying to find in school the attention and affection that make for security, an element that is missing in her home life. She is using childish methods to attain her ends and her reactions to failure are an index of her immaturity.

Treatment: The director of physical education took an interest in this little girl and encouraged her to participate in various games and sporting contests that were held in the gymnasium after school. The child was invited to join a group that took Saturday hikes which were planned by the director. At first the little girl showed herself to be a poor loser in games, but she was constantly encouraged to try again. One day when the groups were playing with a basketball Esther began to shoot baskets. Her shooting was so consistently accurate, that the physical education director gave her special coaching in school time and added her to the school basketball squad. The squad quickly recognized her ability as a prospective forward and cooperated in every way to teach her the fundamentals of the game and the tricks that go with good playing. In this basketball group Esther

found the security, the affection, the approval, and the attention that she needed.

Results: Training in sportsmanship taught Esther to play the "game of life" in a mature manner. Having gained the security she needed, she was able to conduct herself in all her classes in a way acceptable to all the teachers, and to do good work as well.

Children with behavior problems constitute the fourth group of those commonly referred to the visiting teacher. These are the pupils who arouse anger and resentment in the minds of teachers and classmates, whose behavior offends the dignity of others, who challenge authority, who attack others in physical combat, and who generally upset the tone of the classroom and schoolyard. This group challenges the skill of the visiting teacher to discover the deep underlying causes of their behavior manifestations and to treat those causes which cloak themselves in so many and varied symptoms. Sometimes the causes lie in the child's social environment. He may be misunderstood at home, he may be jealous of the attention given by his parents to his sisters and brothers, or he may be a suggestible little boy who is easily led by the irresponsible companions he associates with on the street corner. At other times the causes of his unacceptable behavior may be discovered in the child's physical condition. A pupil who doesn't hear as well as the average child in the room has to do his work under greater strain. He tires more quickly and is unable to finish his task.

Since he cannot earn the commendation of his teacher by satisfactory work, he may try to secure her attention in a less desirable manner and resort to annoying those who sit near him. It soon becomes a game for him to see how long and often he can get her attention, and that type of behavior quickly builds itself so firmly into his pattern of living that the discovery and correction of the physical defect does not always result in the immediate cessation of the inacceptable habit. Still another cause of inadvertent behavior lies in a child's emotional control. He may be sensitive, quick to show anger, to seek revenge, to resent criticism. Whatever the cloak that his behavior manifests, the cause is always to be found in these three ares, the environmental situation, the physical condition (including mental and nervous), or the temperament of the child.

The case of Edward R. is that of a child who would be classified in this group.

Edward R.

Reason for referral: Twelve-year old Eddie was referred by his teacher because he always "had a chip on his shoulder."

Study: Eddie was the second of six boys born to French parents. Two years ago, when he was a pupil in the fourth grade, he had been in an automobile accident and had suffered a brain concussion. He was in bed for several weeks, following which he suffered periods of temporary blindness which the nerve clinic at a hospital diagnosed

as hysterical in nature. His parents had entered suit against the driver of the car, but the case had not yet been to trial. Both his mother and father impressed on Eddie the fact that because of his accident he was not as well as other boys and was unable to do the things other boys could do. He would have to come in after school and rest while his brothers played football, baseball, or went skating. He was a big, well-built boy and had always participated in active games. Then too, because of the time he had missed in school, he had to repeat the grade. The children now in his room were much smaller than he. Eddie felt badly about being kep behind in school. His feelings on that point were increased because his parents praised the older brother who was doing very well in high school and then never failed to comment that he to would be an important person someday in spite of the fact that he had to repeat a grade. To make matters even worse, a younger brother was in the same grade and room that he was now in. Eddie became unduly sensitive. If a child passing by accidentally brushed against him, he would administer a well-directed punch; if the teacher criticized him, he would show open resentment. The children in the room were afraid of him and he became a bit of a bully. Older than all of them, and having better than average intelligence, Eddie didn't have to exert much effort on his lessons. He was always through an assignment long before the others, and clowned for the amusement of all who would attend.

Diagnosis: Parental attitudes and grade placement made this boy, who was really in excellent physical condition and who had good intelligence, develop feelings of inferiority and he was trying to compensate for them by manifesting undesirable patterns of behavior.

Treatment: Persuaded the parents to take Eddie to the doctor for a physical examination and helped them to accept the fact that he was perfectly able to join in the same activities his brothers enjoyed. This was a long time process because the parents wished to use his prolonged physical disability as a factor in their lawsuit. Helped the teacher to adjust her curriculum to meet the needs of this child by giving him advanced and challenging material. Were it not so late in the school year, he would have been stepped up a grade.

Results: Eddie changed from the role of bully to the role of protector of the little children in his grade and he used the extra time in the classroom helping the slow pupils to get their work done and tutoring them. He was to be promoted to the seventh grade in June.

Several times in this paper I have mentioned the fact that the visiting teacher frequently solicits in the solution of her problems the cooperation of other departments in the school system. In all these instances, however, her own work is primarily in working with academic or behavior problems which require the advice and help that she is able to give because of her special equipment. They are

not cases in which the child's health or his mental status or his attendance is the prime concern. Where those factors are found to contribute to the problem she is working with, she refers such matters to the appropriate departments and solicits cooperation just as naturally as she would turn to a social agency in the community. Intelligent use of available resources is a result of her training in social work. But the visiting teacher is not always the person who solicits the help of other specialized departments. Not infrequently do the attendance officer, the school nurse, and the psychologist turn to her for aid in the solution of their specific problems, recognizing that they might find helpful the additional knowledge that she has of the educational and social needs of the child in question as well as of his home life and his reactions to school situations.

In order for inter-departmental cooperation to be most effective, the function of each department should be clearly defined and understood by every other department, and each department should limit its activities to correspond with the functions as they are defined. If that were done, wasteful duplication of effort would be eliminated and maximum efficiency and economical administration assured.

Quite naturally the addition of a visiting teacher to the school system will improve the attendance in the school and decrease health problems, not because she deals directly with attendance and health problems, but rather because she works indirectly to prevent those problems. Visiting teacher service is preventive as well as therapeutick in nature, because by constantly treating behavior and academic

difficulties, she is bringing about a decrease in retardation, truancy, delinquency, and ignorance of proper health measures and habits.

The three case situations which follow show opportunities for cooperation with the attendance department, each of which solicited the assistance of the visiting teacher in the solution of their problems.

Tony

Reason for referral: Tony was an Italian boy, twelve years of age. He had two full brothers and his mother had re-married and given birth to five more children. Tonly claimed that his stepfather treated him and his full brothers less kindly than he treated his own children. The stepfather was a chef, and he worked on a night shift, leaving home about four-thirty in the afternoon and returning after midnight. It was a rule of the home that each child come directly home from school to see his father before the father left for work. Tony, however, liked to play football and practice wasn't over until about five o'clock. Tony stayed to play, and returning home after practice, would eat his supper, study and go to bed. But when the father came home, he would snatch Tony out of bed, thrash him soundly and throw him into the corner to sleep for the rest of the night. Tony didn't mind the thrashing nor sleeping in the corner, but he did mind having his sleep disturbed, so he decided not to go home during football season. Instead he pilfered food for his supper and crawled into packing boxes or under stairs to sleep. Very often he would oversleep in the morning and miss most of his morning classes. Arriving

at school without a note from his parents, Tony was automatically sent to the attendance officer. The attendance officer was sorry for Tony and always gave him another chance.

Diagnosis: Tony was trying to satisfy his natural need for recreation.

Treatment: There was a long series of interviews with Tony's step-father directed toward interpreting to him to his satisfaction the need that a child has for recreation. He had carried with him to the United States the customs and habits of his native Italy and he never was able to accept Tony's playing football in any other way but that it was a part of his educational training.

Results: Tony continued to play football and was not punished for it. His truanting stopped. However, the father secured the promise of the school that no other child of his would be allowed to take part in any activity after school hours.

Lottie:

Referral: Lottie, a seven-year old child was referred by the school nurse who requested help in interpreting to the child's parents the need for an operation to remove the child's tonsils and adenoids.

Study: Lottie was sent to the school nurse by the classroom teacher who reported that she was a mouth breather and that she was frequently absent from school because of colds and sore throats. The nurse visited the home and learned also the child had a great deal of difficulty

eating solid foods, and most of the time she ate only liquids. Lottie was underweight, --quite a small child for her age. Her first grade teacher reported that she was a bright little girl, but she had been doing only passing work in the second grade. Her family were very proud of her and they were worried because she was not doing as well in school as she did the first year. Lottie's mother refused to discuss the question of operation with the school nurse and said very emphatically that no child of hers was to be taken to a hospital to be operated upon. Lottie's father was just as firm in his decision. In an interview with Lottie, the child told the following story. Late the previous summer, her mother visited a friend in a hospital. While she was there a child had died and the bereaved parents accused the nurses of negligence. But a few days later her mother's friend had died, and Lottie's mother was convinced that the hospital was nothing more than a "place to die".

Diagnosis: This child was being denied proper medical attention because of her parents' association of hospitals with death.

Treatment: The health condition of the child was approached from the scholarship standpoint. Both parents were interested in having Lottie do good work and did not realize that her poor work in school was partly due to her poor physical condition. They were willing that the child's tonsils and adnoids be removed but they could not adjust to the idea of "hospital". A special arrangement was made by which the operation was performed at home.

Results: Lottie gained seven pounds during the last two months of the school year and was doing much better work. She was active and participated eagerly in all her classroom activities. The child was promoted without condition to the third grade.

Phillip

Referral: Phil was referred by the school psychologist who requested the assistance of the visiting teacher in a plan to change parental attitudes about handedness and to help Phil himself adjust to the fact that he was lefhanded.

Study: Phil was referred to the psychologist by the classroom teacher who stated that he could not learn to read and that he was very slow in hand work. Psychological tests indicated that he was of above average mental ability and that he was definitely lefthanded. During, the tests, the boy continued to use his right hand whenever he was being observed, but as soon as he thought no one was watching, he would immediately use his left hand. When the psychologist mentioned it to him, he denied it vigorously and then began to cry. Through his tears he confessed that it was easier for him to do things with his left hand but that his parents had told him it was wicked and that anyone who used the left hand was "bad". He begged that no one tell his parents that he had used that hand because they always whipped him with a heavy strap when they caught him doing it. Phil's parents were of foreign birth and had not been educated. Both had been put

out of their own homes because Phil had been conceived out of wedlock and so they had immigrated to this country. They felt that Phillip's being lefthanded was an "act of God" to punish them for their sin, and so had made every attempt possible to break the boy of the habit.

Treatment: Helped the parents to understand that being left handed was quite normal and that at times it was quite convenient as well. Acquainted them with the stories of several famous people who were lefthanded. Both parents were anxious that Phil do well in school because they regretted the fact that they had been unable to go to school and wanted for Phil the opportunities they had been denied. When they realized that the attempt to convert the boy was having a serious effect on his school work, they were willing that he use his left hand in school but were insistent that he use his right hand at home, especially at meal time when all the family were together. They agreed not to tell Phil any more stories about it being a sign of wickedness. Encouraged Phil to develop the ability to do things equally well with both hands. He saw it as an achievement which few people have although he always used his left hand when he did work requiring speed, he soon began to practice the same things with his right. Stories of lefthanded and ambidesterous ball-players, cartoonists, cowboys and other childhood heroes crowded out the ideas that lefthandedness was associated with wickedness.

Results: Phil's school work improved rapidly and Phil changed from

a shy, withdrawn little fellow into a leader in the classroom and on the playground.

Much has been said about the place of the visiting teacher in the school system. Does she have a service to render to elementary schools only, or is there a place for her in secondary schools? The mental hygiene movement emphasized the fact that a child's personality is largely determined by the experiences of his early years. Since visiting teacher service is an out-growth of the mental hygiene movement, it adheres closely to its principles. Accordingly most visiting teachers have been assigned to elementary schools. I personally feel that this limitation of the work is the outstanding weakness of this phase of our educational system. I grant that the arguments are sound, as far as they go. The elementary school does serve almost one hundred per cent of children between the ages of five and fourteen. The problems will necessarily be many and varied. It is easier to modify habit patterns in the early stages of their development than after they have become fixed. Visiting teacher work is both preventive and corrective in nature, with a slight emphasis being placed on the preventive phase of the service. And finally, I admit that the successful treatment of problems in elementary school children will ultimately be beneficial in the secondary school.

But from my own experience with adolescents of junior and senior high schools, I am convinced that visiting teacher service not only has a place in the secondary school, but also that there is a definite

need for it there. The latest educational statistics show that about sixty per cent of children of high school age are in school today. Just let us consider for a moment the psychiatric implications that are inherent in this age group. In just the process of selecting the course of study he is to pursue, the child entering high school is being forced to make decisions about his life work and to face the reality that within the very near future the comfortable and protective dependence he has always known will come to an end. It is just at this time that he begins to struggle with his parents as they show their reluctance to permit him to act in accordance with his own judgment and as they also try to shape his career in keeping with their own interests. How many children develop an intense dislike for school and even withdraw because parents were successful in their domination relative to the course of study, not considering their children's interests or aptitudes! Often in the struggle with his parents, the child surrenders and forfeits his self-respect and freedom. This is the period in a child's life when he begins to express his feelings of inferiority, his emancipation of thought and action, his religious conflicts, and his attitudes toward reality. It is the period when there is a tremendous growth and shift in the social life of the child. These are but a few of the elements that characterize this period, and most of those mentioned do not have their inception in the pre-adolescent years. It seems to me that in the secondary school the visiting teacher should

find, in even these few factors, a source for the study and stimulation of the growth and development of personality. These adolescents, with the emotional problems inherent with their age, certainly need some one to help them to work out their troubled feelings in order that they may come to some understanding, acceptance, and control of them. No one in the school system is better equipped to do it than the visiting teacher.

By way of completing the account of visiting teacher work in the school, it might be well to mention briefly the place of that service in the administrative organization of the school systems. The department is set up in accordance with the theories of the Superintendent, the School Committee, or might even be shaped so as to conform to state regulations. There seem, however, to be three basic plans of organization.

According to the first plan, the department of visiting teacher service is organized and established as a separate and distinct unit in the school system. The head usually assigns the workers to the various schools and outlines the policies and functions of the department. This type of organization is quite satisfactory to a small school system where the Superintendent can keep in close touch with the activities of all the school departments. But in a large school system, one might well-expect that this plan might not work out as successfully. The danger would lie in the fact that there might be opposing or overlapping functions among the various departments of the system, which, because of his inability to supervise the work of the departments closely, might escape the attention of the Superintendent. Overlapping functions are expensive, and inharmonious or contradictory ones weaken the effectiveness of the departments concerned.

A second plan of organization is that in which visiting teacher service is set up in combination with another department in the school system. This plan has had varying degrees of success, depend-

ing largely upon the combination of departments. It is usually selected as an economy measure or as a means of circumventing the law. One of the dangers lies in the fact that the identity of the service may be lost. Often the visiting teacher becomes increasingly involved in working with cases handled by the department with which she is associated and thus she is actually limiting and narrowing the scope of her own work. Another great danger in this combining of departments is the effect that the association may have on the attitude of children and parents. For example, many visiting teachers work in combination with the attendance department. The latter, because of its long establishment in the school system, has very definite conotations to children. It radiates a critical, a punitive, an authoritative atmosphere. If in the minds of the parents and children the visiting teachers were identified with this authoritative and punitive department, it is quite possible that the task of winning and holding the confidence of parents and children might be far more difficult and the degree of her accomplishment enormously curtailed.

The third method of organization, and that which seems most satisfactory from every angle, is that by which each department in the school is set up as a separate unit, each with its own head. This differs from the first plan mentioned, because the heads of the various departments are responsible to a coordinator rather than directly to the Superintendent. Each department head defines his function clearly and the administrator coordinates the work of each department

head in such a way as to avoid wasteful duplication of service and, at the same time, gives the deserved weight and distinction to each department for the service it renders. Usually all the department heads meet in conference regularly to exchange information and to bring about a higher degree of inter-departmental cooperation. In this way each department maintains a parallel status with each other department in the school system and at the same time retains its identity and its functional entity.

As we look back over this section, we note that the visiting teacher, in fulfilling the first aim of her special service, certainly makes some definite contributions to the present day education of children.

In the first place, by serving as an intermediary between the home and the school, she enables parents and teachers to have a deeper, fuller understanding of the child's in-school and out-of-school life, an understanding that serves as a basis for a certain degree of consistency in the direction of forces influencing his life. In other words, school and home are not working at cross purposes in the training of their children.

In the second place, we see that the visiting teacher is emphasizing a new point of view in respect to a child's problems. She recognizes and helps both parents and teachers to recognize that a child's behavior has specific meaning to him and that it must be understood in the light of that meaning if he is to be helped with the solution of his problems.

In the third place, the visiting teacher serves as a coordinator

of all the forces in the school that are interested in the child's welfare. She helps the principal and the teacher to understand the child and secures their participation in the solution of his problem. She solicits the assistance of specialized school services in working through to a solution of her special problems, and they in turn seek out the visiting teacher for help with theirs.

And finally, the visiting teacher creates a better understanding of the school, its policies, and its various functions through her program of interpretation of those factors to the parents of children with whom she works and through them to the community at large.

THE VISITING TEACHER IN THE COMMUNITY

The second aim of visiting teacher service as stated by Jane Culbert to be concerned with preventing normal children from becoming problems by removing those causes which lead to maladjustment. It has often been said that a child constantly reflects the community in which he lives. Naturally then, it is essential that the visiting teacher be well acquainted with that community in which she is working. As a result of her familiarity with the community, the visiting teacher recognizes not only the wholesome and unwholesome forces that play upon the lives of school children but she also can stimulate action to effect such changes within the community as will tend to lessen or eliminate those influences which are harmful or destructive, and strengthen those which contribute to the welfare of children.

What does the visiting teacher need to know about the community she serves? It seems to me that she should know the underlying tone of that community. Is it slow-moving, conservative, narrow-minded or is it a progressive, broad-minded city or town that is willing and eager to modify its existing policies so as to keep abreast with the latest social trends?

Does it consist of small in-grown groups which rival each other in gaining dominance in local affairs? Is there a cooperative spirit a civic pride among the neighborhoods, or are they hostile to each other and indifferent in their attitudes about the community as a whole?

Are the foreign groups antagonistic to each other? Is there a marked class distinction? Are there neighborhood bosses who control the activities and influence the thinking of their individual constituents? It is only when the visiting teacher is aware of these and many more factors that serve to make up the "personality" of the community that she is able to understand the influence of the various neighborhoods or the children that inhabit them. It is only then that she may help to re-direct, to correlate and integrate those forces in the best interests of all children.

But there are more specific bits of information which should be a part of the visiting teacher's knowledge of the community, information concerned with factors directly influencing the children in their out-of-school lives. The great majority of children use their after-school hours for some form of recreational activity. The well-informed visiting teacher knows immediately the particular type of play that characterizes each section of the community. She has visited the organized recreation centers, the parks, the playgrounds; she has seen the shanty on the vacant lot that serves as an athletic club; she is aware of the poolroom, the drugstore, the corner that serves as a meeting place for the "gang"; she has cognizance of the haunted house, the empty freight cars, the docks, the deserted quarries, the caves along the river banks that are rampant with adventure; and she is familiar, as well, with the swimming hole and the skating rink. If a child mentions the fact that he likes to go to a certain theatre on Saturday afternoons, she should be able to tell at once whether the

child enjoys "westerns", or gangster pictures, or those which barely pass censureship, or those which are considered to be "educational". Yes, the well-informed visiting teacher knows where her children seek amusement and recreation.

Some children are obliged to work in their after-school hours, and others like to work then. It is equally essential that the visiting teacher be aware of the places where children are employed. Are they conducted in accordance with the child labor laws? Is the child exposed to or involved in immoral or illegal practices in connection with his employment? The reader may recall the case of Gene,mentioned earlier in this paper, as an example of a child who became involved in sex activities as a result of his accepting employment in a poolroom. Is the work dangerous to the health and well-being of the child? Does the child have to work so long that he is unable to devote sufficient time to his schoolwork? In brief, as thoroughly as the visiting teacher is informed about the school-life, the home-life, and the recreational activities of the children, so thoroughly should she be acquainted with the kinds and conditions of employment in which those children are placed.

The reader may question the necessity of the visiting teacher's knowing the community in such detail. Let me remind him that the second function of her work is essentially preventive. If the visiting teacher is to prevent normal children from becoming problems, it is logical that she know all the factors that may possibly contribute

to bringing about maladjustment. By being aware of the assets and liabilities of a community, the visiting teacher can help others to recognize the needs of particular locales and stimulate community action to meet those needs. May I give an illustration of the preventive phase of visiting teacher service? In this particular instance the visiting teacher not only discovered and helped to remedy a neighborhood need, but she also brought about the change of a school regulation which was inconsistent with modern educational practices and policies.

Miss B. was employed as a visiting teacher in a small industrial city. In December of her first year Jeremy H. was referred to her because he consistently came to school late and dirty. Occasionally he'd be out for a whole day. Miss B. did not know that the school committee had made a rule that any child who was absent unexcusably five times in a year was automatically suspended for ten days. This rule applied to junior and senior high school pupils. It so happened that while Jeremy was under treatment he absented himself for the fifth time and a notice was sent to Miss B. to the effect that Jeremy was suspended. She went to his home a day or so after the notice came to see what he was doing and learned from his unhappy mother that he was roaming about the streets with two or three others who were also suspended. Jeremy's mother was afraid that the boys would get into some trouble, might even run away, or, at any rate, would not want to return to school.

Miss B. was disconcerted to learn that several others of the school population were also affected by this ruling and she immediately went to see the Superintendent. She discussed with him the impracticability of the regulation and he was quite willing to take the matter up before the school committee at their next regular meeting. Until such a time as they would act, however, the rule would have to be enforced. He agreed to send all those who were suspended to Miss B. with the understanding that they remain in her care during the entire remaining period of their suspension. She was faced with the problem of planning some activity for the ten boys who were to report to her the next day and finally decided to make a survey of the recreational centers of the community, a study which she herself had not had the time to make. She procured a large street map from the Water Department and as she explained to the boys the next day, she assigned to each a section of the city for which he was responsible. The youngsters entered into the plan enthusiastically and spent many more than the regular five hours of the school day investigating their particular sections of the city and designating them on the map with pin flags of various colors, each color indicating the type activity associated with the spot. At the end of five days the study was completed and not only the visiting teacher but the boys, as well, were concerned with what the study revealed. Some parts of the city had several organized recreational centers and open playgrounds while in others there was not

even a vacant lot. Of their own initiative the boys formed a clu whose purpose was to bring about the equalization of recreational facilities in all parts of the city. Committees of them went to the Rotary Club, the Lions' Club, the American Legion, various Women's Clubs and presented the facts they had learned. Their earnestness and enthusiasm stimulated the service clubs to the point where they sought further information. The visiting teacher, as director of the survey, was invited to talk to several organizations. It is sufficient to say without going into any further details, that once the community at large had an awareness of its need, it set out to provide adequate facilities for recreation in every part of the city.

This illustration actually shows the visiting teacher accomplishing three important things: first, she was instrumental in having an impractical school regulation changed; second, she was instrumental in highlighting a community need and in stimulating the community to meet that need; and third, ten boys developed a wholesome interest in civic affairs and learned the meaning of cooperative activity as the result of a plan which she formulated.

In the disposition of her cases the visiting teacher often seeks the cooperation of various resources in the community which might contribute either directly or indirectly to the solution of a child's particular problem. Sometimes she turns for help to educational, recreational, or industrial groups. At other times

she may solicit the aid of the police, the clergy, the medical profession, or other socially-minded individuals in the community. Occasionally a social organization offers a scholarship to enable some deserving child to stay in school. The visiting teacher is often able to suggest a child who might profit immensely from that scholarship. The following story of Peter T's mother shows how the visiting teacher utilized an educational resource to contribute to the solution of Peter's difficulty in school.

Peter was referred because he had a language handicap which his teacher felt was not consistent with his general intelligence. When the visiting teacher went to his home she discovered that Peter's mother was a very young, intelligent Greek who could not speak English. Her marriage to Mr. T. had been arranged by her parents. Mr. T. was a Greek but he came to the United States when he was a young boy. He had gone into business here, joined the Aheppo's, and when he was about 45 had returned to Greece on an Aheppo pilgrimage. It was then that he married Peter's mother who was 18 at the time. He brought her here to the Unites States and established a home in a community where there were no other Greek people. Mrs. T. met but few people. She stayed in the house and cared for her two children. Her husband worked long hours and had little time to spend teaching her to speak English. Now Peter was learning to talk English and Mrs. T. felt that he too would soon be freeing himself of her. In order to keep him with her as much as possible

she insisted that he learn to speak perfect Greek and she spent two hours every afternoon when he came home from school teaching him to read and perfect his Greek. With Peter acting as interpreter, the visiting teacher explained to Mrs. T. that Americanization classes were held two evenings a week in the high school and she offered to take Mrs. T. to the next class. Peter's mother was delighted with the prospect of learning to speak English because it meant she would be freed from her prison-like existence. She enrolled in the class and a young Greek college student was found who was willing to give her private lessons. Mrs. T. began to spend so much time studying English that she no longer felt it necessary to tutor Peter two hours every day in Greek. He too was able to concentrate on mastering the English language and his difficulty in school soon cleared up.

But the community resources to which the visiting teacher turns most frequently are the social agencies. "No more fruitful and challenging augury of the future of highly skilled differential case work services exists than in this developing cooperation between school and community agency. It is a mutual and shared responsibility for the development and well-being of the children who comprise the community of the future."[1] Her training as a social case worker has acquainted her with the functions of the various agencies and enables, her to refer to the particular agency which will be most helpful. Referring a case to another agency does not mean that the visiting teacher ceases to assume a responsibility in the case.

1. Boie,M.: "The Family Agency and the Social Worker in the School", Visiting Teachers Bulletin, May 1936, p.11.

Even though the agency to which the case was referred does succeed in clearing up the fundamental cause of the child's difficulty there still may exist school maladjustments which require long and careful work. In making her referral to a cooperating agency, the visiting teacher should make clear to the agency just what objective she hopes to accomplish as a result of the referral, and then help to work out with the agency a program of activities that will enable the agency to give the particular service that is needed. In other words, the cooperating agency should understand the significance of its service to the welfare of the child in question.

It seems sufficient to say that most of her referrals are to family and child welfare societies, medical and psychiatric clinics, and boys' and girls' recreational groups. Big Brothers, Big Sisters, settlement houses, nursery schools, and employment bureaus are usually on the lists of cooperating agencies upon which most all visiting teachers rely. Although in two or three of the case situations presented earlier in the paper mention has been made of some degree of cooperation between the visiting teacher and a social agency, it seems but fitting an additional case situation be provided that the reader may see a bit more clearly the role that a cooperating agency plays in the solution of a problem.

Tom M.

"Tom M. was a 'problem' in school. Although intelligent and capable, he was failing in his work, missed a great deal of the time, and got

into difficulties with his teachers who felt he was uncooperative and indifferent. The counselor (visiting teacher) herself had found him very responsive and reliable, and after visiting his parents several times in regard to his school difficulties, she felt that they were related to the home situation and referred the case to the Family Society.

"Tom's parents were very proud and would rather struggle along as best they could than ask for assistance. His father had irregular work and averaged about $12.00 to $15.00 a week. His mother was an extremely nervous, excitable person, in poor health, unable to do much housework or manage a large family of children of which Tom was the eldest. Tom's difficulties seemed to start last year, when to encourage him to do good work, his parents promised him a trip to visit relatives. But although Tom did work hard, his family spent the money for a car instead and on several other occasions the boy was disappointed by broken promises. He had to help dress and feed the younger children in the morning and was often late to school; any money he earned running errands he had to take home; he had no money for lunch or for extra-curricular school activities, and had only shabby clothes to wear. The counselor hoped that by study, interest and regular contacts with the parents, the Family Society worker might be able to relieve some of the pressure placed on the boy at home.

"The Family Society worker used the contacts during the first month to get acquainted with the family. Mrs. M. was very responsive to the visits and became somewhat less tense and strained as she poured out

all her troubles and talked over her practical difficulties. From Mrs. M's account, and what she observed in the home, the worker noted how helpful Tom was about the house, how he either had to run errands to earn a few cents for his mother or help with the house work and had little time for recreation, how the younger children were provided for whereas his needs were neglected, how during this adolescent period he was becoming more sensitive about his clothes, more eager for group activities and yet was withdrawing from his companions because of his difficulties at home, and his school attendance was becoming increasingly irregular. The family and school workers then consulted on Tom's problem, discussing their mutual knowledge of the family and possible ways of helping the boy. The counselor analyzed the difficulties in school where Tom had become the scapegoat for any difficulties that arose and had a hard time winning the respect of his teachers. She offered to try further to develop a more receptive attitude among his teachers and in her own contacts with the boy to help him feel that his efforts were understood and appreciated. The family worker, from her experience with adolescents' difficulties in families, proposed giving Tom an allowance that would be something he could call his own and use as he wanted to. She felt that he took so much responsibility at home and got so little in return that he was discouraged and an allowance might encourage him to try harder. It was arranged that the school worker should give the money to Tom, talk over his expenses with him, such as lunch, class dues, and magazines, clothes, and recreation

money, and help him with his plans, while the family worker should discuss the plan with the parents. Within another month the family and the school noted a great improvement in Tom's health, his attitudes, and interest in school. He had always disliked gym, but the purchase of a gym suit out of his allowance, created a new enthusiasm for this subject. He had joined the swimming class and the class club. He got regular hot lunches and milk and gained weight. A brand new suit, the first in years, gave him a pride and dignity that he made a real effort to live up to in his conduct and lessons. He took his younger brother and sister on Sunday trips to the Museum and Aquarium instead of loafing on the street or sneaking into movies. Meanwhile, the family worker continued, in her visits to the house, to help the parents work out their practical difficulties and Mrs. M. became noticeably calmer and more patient with the children as she unburdened herself of her worries. She was aware of a number of problems in the children but seemed to recognize none of them in relation to herself at all. With continued contact, the family worker hopes to help her discover gradually that some of the difficulties are within herself and to develop a more understanding, helpful attitude toward the children."[1]

There is one other social agency in the community with which the visiting teacher cooperates closely and that is the court. Social workers were among the first to recognize that delinquency has its beginnings in maladjusted childhood. That being the case,

1. Ibid: pp. 14-15

the visiting teacher holds a key position for working with juvenile court judges and probation officers on cases involving school children. Her knowledge of the child and the home, school, and community forces that affect him often enables the visiting teacher to furnish a wealth of material not attainable from any other single source, information which might be most valuable to a presiding justice who is making a decision relative to the disposition of a particular case. Because of this same knowledge the visiting teacher may be of great assistance to the probation officers, helping them to understand the individual children with whom they are working. The visiting teacher should be informed of all the children in the school system who are either on probation or parole so that she may help each of them to establish proper school relationships, to select his companions wisely, and to work out an adjustment of his difficulties. Most children who have had court experiences are suspicious and hyper-sensitive, and their school life, as a result, may be quite trying and unhappy. The visiting teacher can help these youngsters to control the impulses that follow, once the child feels someone is treating him unjustly. The visiting teacher should be the "school friend" of the parolee and the boy or girl on probation. It is because of her desire to maintain this reputation of being a friend in the eyes of both children and parents, that the visiting teacher seldom refers a case directly to the court. Instead she may refer it to a social agency which includes court action within the agency's special functions, as for example, the Society for the

Prevention of Cruelty to Children. There are times, however, when the visiting teacher does turn over acute problems to the probations officers and then works with the officers in the solution of the problems.

Summarizing this section of the paper, we might say that as a result of her work in the community, the visiting teacher not only utilizes and cooperates with all available resources to bring the benefits of their services to problem children, but she also brings to light the hidden danger spots that exist, stimulates community action to improve those insidious conditions, and is thus helpful, in a more general way, to every child in the community.

CONCLUSION

Let us recapitulate the major points that have been discussed. The visiting teacher is a person who is especially equipped to handle problems which impede the normal growth and development of school children. Her special ability results from the integration of her training in two fields of endeavor: education and social work. This integration is possible because the aims of both fields are nearly identical and center about the socialization of the individual.

Visiting teacher service was introduced into the school to meet a need that was felt both by educators and social workers. Educators recognized that many children were not progressing as they should, even in those schools employing the lastest methods of teaching. They also recognized that influences outside the school were tending to undermine the efforts of the teachers. Social workers were aware that many of their clients' problems had their incipiency in maladjusted childhood. With the realization that there must be an understanding of the "whole child" and a harmony between in-school and out-of-school influences, it was almost self-evident that the person most able to bring about this understanding and harmony was the social worker who had had teaching experience. Her classroom experience would enable her not only to understand the school's and the teacher's points of view, but would be of value to her in making plans with the teacher in the solution of individual problems. Her social work experience armed her with techniques for

helping families to work through their problems to a satisfactory solution.

The visiting teacher directs her attention to three separate areas: the school, the home, and the community, and she attempts to modify each or all of these areas so that they will contribute to the best possible adjustment of the individual child.

Most of the children with whom she works are referred to her by some one in the school system, usually the principal or teacher. These referrals are not stereotyped. Each child has a combination of problems peculiar to him alone, the manifested difficulty serving as a cloak for many underlying problems. For example a child who steals may do so because he has been restricted a great deal and is trying to find some adventure. He may be trying to "get even" with someone who had hurt him or ridiculed him. He may be trying to provide himself with something which he doesn't possess but which all the children with whom he plays have. There are any number of problems which a child may be trying to solve for himself through the avenue of stealing or of any other behavior manifestation. A child with but a single problem would be a rarity. The visiting teacher handles such difficulties as poor school work; dissatisfactions; indifference; undesirable companions; unwholesome interests; erratic, troublesome, or unacceptable behavior; apparent neglect; and unhappy or unsatisfactory home conditions that affect the normal, healthy development of the child's personality. Her position as a member of the school teaching staff provides her with

the opportunity to watch the child she is studying when he is at work and at play without arousing his suspicion. It enables her to observe the child in the very situation where he is showing the behavior symptoms that brought about his referral to her. That particular opportunity for observation is of great value to her because she can note factors in the classroom which might contribute to the expression of those behavior symptoms. Because she is a teacher she is in a position to be of great assistance to the classroom teacher for they both "talk the same language", and the professional bond that exists between them serves as a sound basis for cooperative activity.

The fact that the visiting teacher is a representative of the school who is interested in the child and his welfare is usually sufficient introduction to warrant a hearty welcome from the child's parents. Not infrequently do the parents realize that their child is having some difficulty, but they do not always know just what the difficulty is, what is causing it, nor what the implications of the behavior manifestations are. They appreciate the fact that the visiting teacher has recognized their concern about and interest in the welfare of their child and they are eager for her assistance in bringing the child's difficulties to light. Usually they cooperate with her wholeheartedly. But in spite of the receptive attitude of the parents, the visiting teacher's work in the home is often very difficult. Not infrequently is the child's behavior at home the exact antithesis of what it is in school and parents have a hard time in accepting that fact. Parents seldom

realize the existence of emotional concomitants which are associated with intra-familial relationships and the affect they have in determining the successes and failures of the child. It requires the highest degree of skill the visiting teacher possesses to acquaint some parents with the real situation and to interpret the significance of the facts of the situation in relation to the behavior of the child.

In her work, the visiting teacher is in close contact with the community and its resources. Here again, the fact that she is a representative of that democratic, social institution, the school, gives her status in all levels of community life. The community at large looks to her for an interpretation of the school, its policies, its functions, and its needs. It shows a willingness to accept her evaluation of the needs that exist in the community and to respond to her plea for cooperative action to meet those needs. And finally, the social agencies in the community, both public and private, use her and are used by her in a mutual effort to effect the most satisfactory adjustment for each individual child under their care.

What then can we say are the major contributions of visiting teacher service to education? In addition to those mentioned in the summary of the section, The Visiting Teacher in the School, I submit the following, which are more general in nature than those previously mentioned:

1. Visiting teacher service has emphasized the need of the school to deal with each child as an individual and to understand the "whole child".

2. Visiting teacher service has produced among the school staff members an awareness of the degree to which the emotional life of a child determines his behavior.

3. Visiting teacher service is a resource to which anyone in the school system may turn for help in understanding or planning for a particular child.

4. By stimulating cooperation between school departments, home, and community resources, visiting teacher service has harnessed all the forces that influence a child so that they all pull toward one goal, -the well adjusted child.

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